

Unit Planning Guide

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UNIT PACING CHART

Unit 3		Chapter 9	Chapter 10	Chapter 11
Day 1	Unit Opener, Reading Social Studies	Chapter Opener, Section 1	Chapter Opener, Section 1	Chapter Opener, Section 1, Financial Literacy
Day 2		Section 2	Section 2	Section 2, Issues to Debate
Day 3		Chapter Review, Visual Summary	Section 3, Chapter Review, Visual Summary	Section 3
Day 4		Chapter Assessment	Chapter Assessment	Section 4, Landmark Supreme Court Case Studies
Day 5			TIME Reports	Chapter Review, Visual Summary
Day 6				Chapter Assessment
Day 7				Analyzing Primary Sources



Teacher to Teacher



Anne McCanless
Providence
High School
Charlotte, North
Carolina

Voting Eligibility Have a representative from the local Board of Elections speak to the class about laws that set out voting eligibility. Then, provide students with specific profiles of potential voters representing a cross-section of the population. Ask the class to examine the profiles to evaluate and determine which individuals are legally entitled to cast a ballot. As the students discuss both the laws and the

profiles, the resource speaker contributes to the student discussion and provides insights into the workings of state voting laws. Students are encouraged to interact with the speaker. To complete the day, the students are asked to write a letter to the speaker explaining any ideas about the process of voting that they have learned.

Author Note

Dear Social Studies Teacher:

In 2006 I helped manage a campaign for the Oregon House of Representatives. The candidate was a neighbor of mine who had served on the Eugene City Council and had narrowly lost the 2004 mayoral election.

We had several advantages in the legislative race. Our candidate had strong name recognition and most people had a positive opinion of her as a moderate on the council. The incumbent Representative was retiring and the district had a history of supporting our candidate's party. Still, nearly one third of registered voters are Independents, and we didn't want to take anything for granted.

Our candidate went door-to-door throughout the district, starting in the spring when few potential voters were thinking about the election. Campaign volunteers met on Saturday mornings and, fortified with coffee and donuts, set off with voter lists to attach flyers to house door handles. Having won the primary, the process began again in August for the general election. Our candidate participated in meet-the-candidates forums and went to all media interviews that were available. One fundraiser was held.

At a time when there is distrust of most governmental officials, I was impressed that our candidate, as well as many other legislative candidates, was genuinely motivated to run because she wanted to help make life better in Oregon. Clearly people don't run for the salary, which in Oregon is about \$16,000 a year. She wasn't beholden to interest groups (although endorsements were welcome), or to well-heeled contributors.

A central position of the campaign was that voters disliked partisan bickering in the legislature, and they wanted members who would not have rigid ideological positions. We believed that even on hot button issues, most voters held moderate positions.

Our candidate was elected, and we enjoyed the campaign experience. Maybe I am being naïve, but I came away feeling that many political candidates in Oregon seek office because they want to do the right thing.



David C. Saffell
Author

Unit Objectives

After studying this unit, students will be able to:

- Identify the origin, structure, function, and types of U.S. political parties.
- Explain voting requirements and responsibilities in elections at the local, county, state, and national levels.
- Recognize the influence of individual voters and political parties on American government.

Did You Know?

The Internet provides many great ways for Americans to take part in their government. For example, EnviroLink—www.envirolink.org—gives individuals and community groups detailed information on environmental issues as well as suggestions of how citizens can help. At www.neighborhoodsonline.net, Neighborhoods Online helps grass-roots organizations work to better their neighborhoods and communities.

Political Parties and Interest Groups



Hearing-impaired students rally at Gallaudet University, Washington, D.C.

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Activity: Launching the Unit

Why Study Political Parties and Interest Groups? Ask: **What are political parties and interest groups? How do they affect the lives of everyday Americans?** (Political parties are organizations of everyday citizens who share broad, common interests and organize to win elections, to operate the govern-

ment, and thereby to influence government policy. Interest groups are made up of citizens who work to influence government policy on a particular issue or cause. Both groups are examples of ways in which citizens participate in their government.) **OL**

★ **Chapter 9** Political Parties and Politics

★ **Chapter 10** Voting and Elections

★ **Chapter 11** Influencing Government

Be an Active Citizen

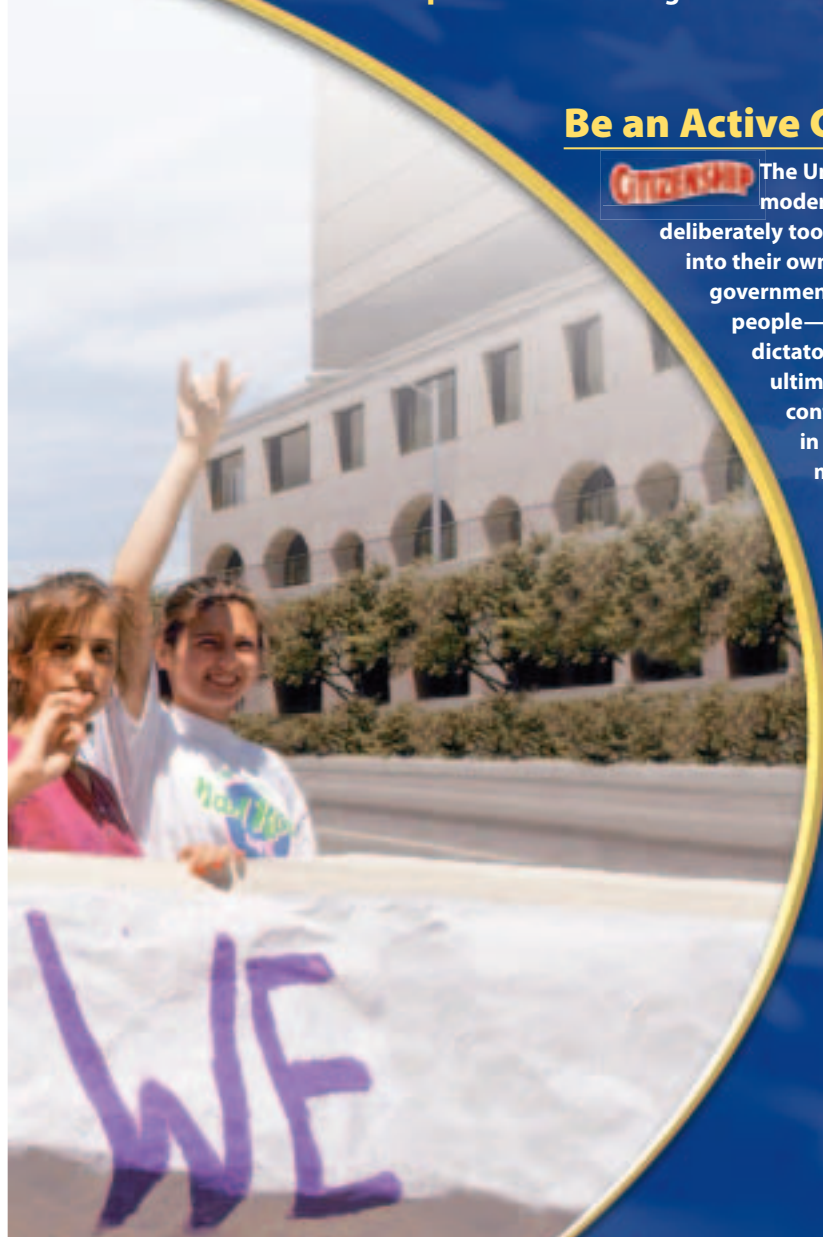


The United States is the first modern nation in which citizens deliberately took governmental power into their own hands. They created a governmental system in which the people—rather than a monarch, a dictator, or ruling party—have ultimate power. To ensure the continuation of democracy in this country, Americans must constantly involve themselves in their government.

Be an Active Citizen



Do your students understand the basic principles of democracy? To help them connect democratic ideals with American government, write the sentence opener “In a democracy...” on the board. Beneath the opener, list the following principles: *people give government its powers; human rights and freedoms are protected; the majority rules but minority rights are protected; free, fair, regular elections are held; citizens have responsibilities as well as rights; people have easy access to local government.* Have students work in groups to show everyday examples of democracy in action.



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More About the Photo

Visual Literacy Through the First Amendment to the U.S. Constitution, all Americans have freedom of speech and the right to peacefully assemble, or gather. Citizens have long used these rights to communicate to government leaders and the courts—either to encourage government

attention to important issues, or to protest government policies and laws. University students in particular have used these freedoms to comment on important issues, such as immigration laws, environmental protection, and racial equality.

Why Summarizing Information Is Important

Summarizing information requires students to be able to identify main, or important, ideas. This skill helps students review and check their understanding of what they have read and learned. When they summarize, students identify and incorporate keywords from the text. They use the most precise language to keep summaries clear and concise. Summarizing also helps students communicate what they know clearly and efficiently.

1 Learn It!

Photocopy and distribute the body of a short news article from a recent newspaper or magazine, being careful not to include the headline or title. Instruct students to underline keywords and main ideas as you read the article aloud. Have students suggest titles that summarize the main idea of the article. **OL**

Summarizing Information

1 Learn It!

Summarizing is an important skill that helps you clarify text and understand key points, especially if the text is difficult.

- Read the paragraph below. What are the key points in the paragraph?
- In your mind, summarize the key points in complete thoughts.

The Progressive Party promoted the direct primary to allow the people a more direct role in government. Two other Progressive ideas—the initiative and referendum—were intended to give voters more power to make laws. Although the Populists and the Progressives never won the presidency, the Democratic and Republican Parties adopted many of their ideas.

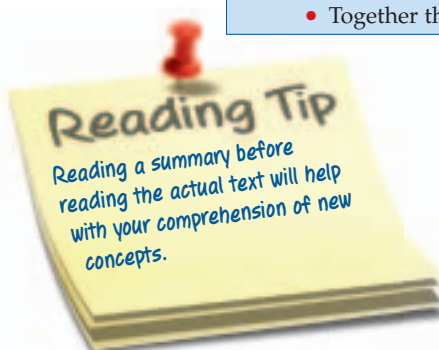
—from page 275

Graphic Organizer

A graphic organizer can help to organize key points to summarize.

Key Points

- There are two major parties: Republican and Democratic
- Both parties have millions of supporters.
- Since 1860, one or the other has always held the presidency.
- Together they have held most seats in Congress.



Summary

The Republican and Democratic Parties are the two major political parties. Both parties have millions of supporters. Since 1860, one or the other has always held the presidency. Together, they have also held most seats in Congress.



Summarizing Information Before writing summaries, students should reread the text, noting important words and ideas. Have students write a summary of the subsection Primary Elections in Chapter 9, Section 2. Tell students that good summaries answer

questions such as *Who? What? When? Where?* and *Why?* Have students exchange their summaries with a partner. Ask students to comment on how well their partners summarized the main ideas of the selection. **OL**

2 Practice It!

Read the following paragraph from this unit. Draw a graphic organizer like the one below to show key points and a summary.

There are important reasons to exercise your right to vote. Voting gives citizens a chance to choose their government leaders. It gives them an opportunity to voice their opinions on past performances of public officials. If voters are dissatisfied, they can elect new leaders. Voting also allows citizens to express their opinions on public issues.

—from page 299

Key Points

Summary

Read to Write Activity

Read the section titled “Forming Public Opinion” pages 318–324. Then, write a paragraph that uses key points to summarize the argument *for* public opinion polling or *against* public opinion polling.

2 Practice It!

Point out that paragraph divisions and subheads signal readers that a new idea is being introduced. Have students work in pairs to copy the subheads in Section 1 of Chapter 10. Under each subhead, ask students to write a summary statement of each paragraph in the section. **OL**

3 Apply It!

Have students work in groups to brainstorm ways in which political activity affects their lives. Ask groups to write a summary paragraph of their discussion. **OL**

3 Apply It!

Identify one summary with supporting key points for:

- Chapter 11, Section 2



Reading Strategy

Read to Write

Determining Importance Students can use selective underlining to identify keywords in the text. Have students work with partners to copy a paragraph from Chapter 9.

Ask partners to underline keywords in the paragraph. Have students use the underlined words to write a brief summary of the paragraph. **ELL**

Chapter Planning Guide



Key to Ability Levels

BL Below level

OL On level

AL Above level

ELL English
Language Learners

Key to Teaching Resources



Print Material



CD-ROM



DVD



Transparency

Levels				Resources		Chapter Opener	Section 1	Section 2	Chapter Assess
BL	OL	AL	ELL						
					FOCUS				
BL	OL	AL	ELL		Daily Focus Skills Transparencies		9-1	9-2	
					TEACH				
BL	OL		ELL		Reading Essentials and Note-Taking Guide*		p. 87	p. 90	
	OL	AL			Economics Activity, URB		p. 5		
		AL			Enrichment Activity, URB		p. 13		
BL	OL	AL	ELL		Content Vocabulary Activity, URB*		p. 21	p. 21	
BL	OL	AL	ELL		Academic Vocabulary Activity, URB		p. 22	p. 22	
	OL				Biography Activity, URB		p. 23		
BL	OL	AL	ELL		Writing Skills Activity, URB		p. 25	p. 25	
	OL	AL			Critical Thinking Skills Activity, URB			p. 27	
BL	OL	AL	ELL		Chart, Graph, and Map Skills Activity, URB		p. 29		
BL	OL	AL	ELL		Differentiated Instruction, URB		p. 31		
BL	OL	AL	ELL		School-to-Home Connection Activity, URB*		p. 33	p. 33	
BL	OL		ELL		Guided Reading Activities, URB*		p. 37	p. 38	
BL	OL	AL	ELL		Writer's Guidebook	✓	✓	✓	✓
	OL	AL			Primary Source Document Library CD-ROM	✓	✓	✓	✓
BL	OL	AL	ELL		Vocabulary PuzzleMaker CD-ROM	✓	✓	✓	✓
BL	OL	AL	ELL		Daily Lecture & Discussion Notes (in Pres. Plus)		✓	✓	✓
BL	OL	AL	ELL		StudentWorks™ Plus DVD		✓	✓	✓
BL	OL	AL	ELL		Section Video Program		✓	✓	
BL	OL	AL	ELL		TIME Interpreting Political Cartoons Transp.			Ch. 9	
BL	OL	AL	ELL		Writing Process Transparencies	✓	✓	✓	✓

Note: Please refer to the *Unit Resource Book: Political Parties and Interested Groups* for this chapter's URB materials.

* Also available in Spanish



- Interactive Lesson Planner
- Interactive Teacher Edition
- Fully editable blackline masters
- Section Spotlight Videos Launch
- Differentiated Lesson Plans
- Printable reports of daily assignments
- Standards Tracking System

Levels				Resources		Chapter Opener	Section 1	Section 2	Chapter Assess
BL	OL	AL	ELL						
					TEACH <i>(continued)</i>				
Teacher Resources					Building Academic Vocabulary	✓	✓	✓	✓
					Strategies for Success	✓	✓	✓	✓
					Teacher's Guide to Differentiated Instruction	✓	✓	✓	✓
					Graph Tool CD-ROM	✓	✓	✓	✓
					Presentation Plus! DVD	✓	✓	✓	✓
					ASSESS				
BL	OL	AL	ELL		Quizzes and Tests*		p. 104	p. 105	p. 106
BL	OL	AL	ELL		Authentic Assessment with Rubrics		p. 13		
BL	OL	AL	ELL		Standardized Test Practice		p. 17	p. 17	p. 17
BL	OL	AL	ELL		ExamView® Assessment Suite CD-ROM		9–1	9–2	Ch. 9
BL	OL	AL	ELL		Interactive Tutor Self-Assessment CD-ROM	✓	✓	✓	✓
					CLOSE				
BL			ELL		Reteaching Activity, URB*		p. 35	p. 35	
BL	OL		ELL		Reading and Study Skills Foldables™	p. 66	p. 67		
BL	OL	AL	ELL		Graphic Organizer Transparencies & Strategies	✓	✓	✓	✓

Using the
Study Central™
Web Site

Online Quiz

Technology Product

Students can assess their comprehension of section content with Quizzes on the Study Central Web site. Each quiz

- consists of five multiple-choice questions;
- is scrambled so students can take quizzes multiple times;
- provides immediate feedback to students, with hints for incorrectly answered questions.

Objectives

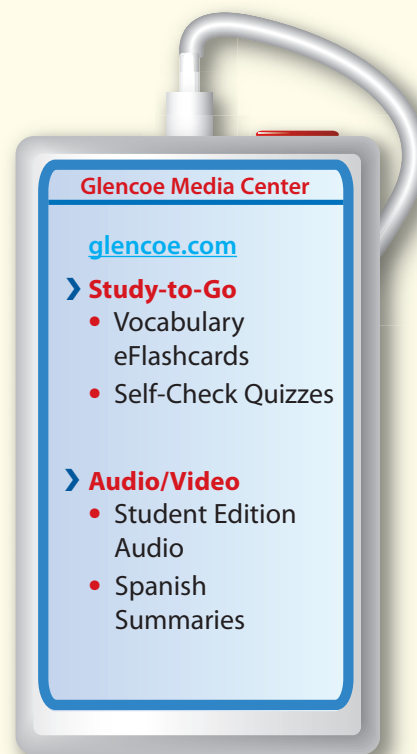
The quizzes on Study Central help students

- assess their comprehension and recall of chapter content;
- build study skills;
- identify areas for additional study and reinforcement.

Steps

- Locate the Web page for the textbook being studied on the Glencoe Web glencoe.com.
- Click on Study Central under Textbook Resources.
- On the Study Central Web site (a new window will have opened), select a chapter and section using the drop-down arrows and click Enter.
- Click on the Quiz tab.
- Read each question and its answers choices. Come to a group agreement before answering, or ask individual students to answer questions.
- Continue through the quiz until complete.
- Have a class discussion on what your students learned from the Quiz.
- Identify and reinforce the concepts the students had problems with as they engaged in the quiz.

Civics ONLINE			
	Student	Teacher	Parent
Beyond the Textbook	•	•	•
Chapter Overviews	•	•	•
Concepts in Motion	•		•
ePuzzles and Games	•		•
Glencoe Teaching Today		•	
Literature Connections		•	
Multi-Language Glossaries	•		•
Online Student Edition	•	•	•
Section Videos	•	•	•
Self-Check Quizzes	•		•
Student Web Activities	•		•
Study Central™	•		•
TIME Current Events	•		•
Vocabulary eFlashcards	•		•
Web Activity Lesson Plans		•	



Reading List Generator CD-ROM

GLENCOE BOOKLINK 3

Use this database to search more than 30,000 titles to create a customized reading list for your students.

- Reading lists can be organized by students' reading level, author, genre, theme, or area of interest.
- The database provides Degrees of Reading Power™ (DRP) and Lexile™ readability scores for all selections.
- A brief summary of each selection is included.

Leveled reading suggestions for this chapter:

For students at a Grade 7 reading level:

- *Malcolm X: A Fire Burning Brightly*, by Walter Dean Myers

For students at a Grade 8 reading level:

- *The Day Martin Luther King, Jr., Was Shot*, by James Haskins

For students at a Grade 9 reading level:

- *The Day Women Got the Vote*, by George Sullivan

For students at a Grade 10 reading level:

- *Historic Speeches of African Americans*, by Warren J. Halliburton

For students at a Grade 11 reading level:

- *Separate But Not Equal*, by Jim Haskins

READING SUPPORT FROM JAMESTOWN EDUCATION

- **Timed Readings Plus in Social Studies** helps students increase their reading rate and fluency while maintaining comprehension. The 400-word passages are similar to those found on state and national assessments.
- **Reading in the Content Area: Social Studies** concentrates on six essential reading skills that help students better comprehend what they read. The book includes 75 high-interest nonfiction passages written at increasing levels of difficulty.
- **Reading Social Studies** includes strategic reading instruction and vocabulary support in Social Studies content for both ELLs and native speakers of English.
- **Content Vocabulary Workout** (Grades 6–8) accelerates reading comprehension through focused vocabulary development. Social Studies content vocabulary comes from the glossaries of Glencoe's Middle School Social Studies texts. www.jamestowneducation.com

KEY Teacher Wraparound

Use this key to help you identify the different types of prompts found in the Teacher Wraparound Edition.

R **Reading Strategies** activities help you teach reading skills and vocabulary.

C **Critical Thinking** strategies help students apply and extend what they have learned.

D **Differentiated Instruction** activities provide instruction for students learning to speak English, along with suggestions for teaching various types of learners.

S **Skill Practice** strategies help students practice historical analysis and geography skills.

W **Writing Support** activities provide writing opportunities to help students comprehend the text.

Teaching strategies and activities have been coded for ability level appropriateness.

AL Activities for students working above grade level

OL Activities for students working on grade level

BL Activities for students working below grade level

ELL Activities for English Language Learners

Focus

Why It Matters

Ask: Why might political parties have been a natural development in a growing country? (Answers may include the idea that people had different ideas about how the new American government should work. Their ideas were sufficiently diverse to motivate people to form political parties.)

More About the Photo

Visual Literacy Although networks had experimented with televised conventions four years earlier, 1952 marked the beginning of televised broadcasts of Democratic and Republican nominating conventions. That year, the Republicans met first. After viewing the convention on TV, Democratic Party officials hurriedly revised their convention, hoping to capture and hold viewers' attention. Over the years, both parties have continued to appeal to the television audience with patriotic decorations and stirring speeches.

Teach

BIG Ideas As you begin teaching each section, use these questions and activities to help students focus on the Big Ideas.

Section 1

Development of American Political Parties **Ask:** How do political parties help citizens accomplish their goals? (Individuals increase their political power by joining with others who share their

Political Parties and Politics



Why It Matters

The Constitution makes no mention of political parties, but the first ones formed during the early years of the republic. Today, the United States has several political parties, although two—the Democrats and the Republicans—dominate American politics. **Why do people join political parties? Why does America have a two-party system?**

▲ Delegates cheer for John Kerry at 2004 National Democratic Convention

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views.) Point out that in Section 1, students will learn about the evolution of political parties in the United States. **OL**

Section 2

Role of Political Parties Today **Ask:** In what way might political parties slow the decision-making process of government? (If differing parties are unable to compromise on an issue such as national health care, nothing will be done.) Tell students that in Section 2 they will learn how political parties work to elect candidates, inform and communicate with citizens, and operate and monitor government. **OL**

BIG Ideas

Section 1: Development of Political Parties

Political and economic institutions evolve to help individuals and groups accomplish their goals. The United States has had a two-party system since its early days as a nation.

Section 2: Role of Political Parties Today

Political and economic institutions evolve to help individuals and groups accomplish their goals. Political parties play a large role in the decisions made by government.

FOLDABLESTM Study Organizer

Dinah Zike's Foldables

Purpose This Foldable helps the student understand how political parties work at local, state, and national levels. The completed Foldable will use tabs to help them keep track of party duties and roles at different levels. **OL**

More Foldables activities for this chapter can be found in the *Dinah Zike's Reading and Study Skills Foldables* ancillary.

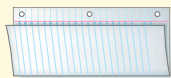
Civics ONLINE

Introduce students to chapter content and key terms by having them access the **Chapter Overview** at glencoe.com.

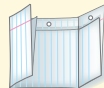
FOLDABLESTM Study Organizer

Comparing Information Study Foldable Make the following Foldable to help you compare how political parties work.

Step 1 Fold a sheet of paper in half from the long way with edges evenly together.



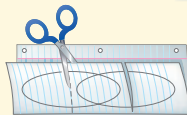
Step 2 Turn the paper and fold it into thirds.



Reading and Writing

As you read the chapter, compare and contrast the duties and roles of political parties at different levels.

Step 3 Unfold and draw two overlapping ovals. Cut the top layer along both fold lines.



Step 4 Label as shown.



Focus



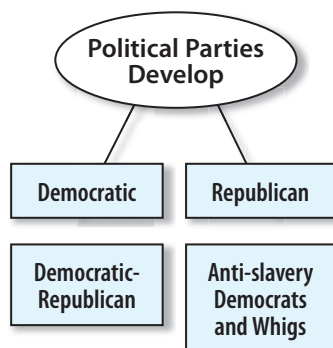
Bellringer

Daily Focus Transparency 9-1



Guide to Reading

Answers to Graphic:



Section Spotlight Video

To learn more about the development of political parties, have students watch the Section Spotlight Video for this section.

Resource Manager

Guide to Reading

Big Idea

Political and economic institutions evolve to help individuals and groups accomplish their goals.

Content Vocabulary

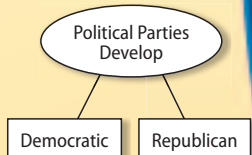
- political party (p. 273)
- two-party system (p. 273)
- third party (p. 274)
- platform (p. 277)
- plank (p. 277)

Academic Vocabulary

- stress (p. 273)
- promote (p. 274)

Reading Strategy

Comparing As you read, complete a web diagram similar to the one below by detailing the development of today's major political parties in the United States: the Democratic and Republican.



Development of Political Parties

Real World Civics Despite the dominance of the two major political parties, third parties have often influenced American politics. Many important issues have been brought to the public's attention by third parties. Theodore Roosevelt's Progressive Party split the Republican Party, taking many of its votes and causing it to lose the election in 1912. Democratic candidate Woodrow Wilson was elected.

▼ In 1912, Theodore Roosevelt became the presidential candidate for the newly formed Progressive Party



R Reading Strategies	C Critical Thinking	D Differentiated Instruction	W Writing Support	S Skill Practice
Teacher Edition <ul style="list-style-type: none"> Using Context Clues, p. 274 Identifying, p. 275 Making Connections, p. 275 Using Word Parts, p. 276 Additional Resources <ul style="list-style-type: none"> Cont. Vocab., URB p. 21 Acad. Vocab., URB p. 22 	Teacher Edition <ul style="list-style-type: none"> Making Inferences, pp. 273, 276 Compare/Contrast, p. 273 Det. Cause/Effect, p. 274 Drawing Con., p. 275 Additional Resources <ul style="list-style-type: none"> Enrich. Act., URB p. 13 Biography Act., URB p. 23 	Teacher Edition <ul style="list-style-type: none"> Logical/Math., p. 273 Additional Resources <ul style="list-style-type: none"> Diff. Instr. Act., URB p. 31 	Teacher Edition <ul style="list-style-type: none"> Persuasive Writing, p. 277 Additional Resources <ul style="list-style-type: none"> Writing Act., URB p. 25 	Teacher Edition <ul style="list-style-type: none"> Creating a Time Line, p. 274 Additional Resources <ul style="list-style-type: none"> Chart, Graph, and Map Skills, URB p. 29 Daily Focus Trans., 9-1



Political Participation As American citizens, each of us has the right to participate in the political process and express our opinions on government policy. Political parties are one of the major vehicles of participation in our political system. **Describing** What is the function of political parties?

Political Parties

Main Idea Political parties play a vital role in our democratic system.

Civics & You Many of us demand to have a say in the governmental decisions that affect us. Read on to find out how political parties help meet this demand.

A **political party** is an organization of individuals with broad, common interests who organize to win elections, to operate the government, and to thereby influence government policy. During most of American history there have been two major political parties. Other parties have sometimes run in elections, but they have seldom won. For these reasons, the United States is said to have a **two-party system**.

Growth of American Parties

The U.S. Constitution says nothing about political parties. In fact, many delegates to the Constitutional Convention were against them. In his Farewell Address of 1796, President George Washington warned against the “baneful [very harmful] effects of the spirit of the party.” Even so, by the late

1790s, two rival political groups had organized in opposition to one another.

Secretary of State Thomas Jefferson led one group, and Secretary of the Treasury Alexander Hamilton led the other. They disagreed strongly about how the U.S. government should operate.

Hamilton believed that individual rights were at risk if the government was too weak, so he favored a strong national government. Jefferson wanted to limit the power of the national government. Contrary to Hamilton, he argued for more power for state governments, which were closer to the citizens.

The Democratic Party At first Jefferson’s group was called the Democratic-Republican Party. From 1800 to 1816 Jefferson’s party grew stronger, while Hamilton’s, the Federalist Party, weakened. In 1824 all four presidential candidates had run as Democratic-Republicans. By 1828, however, the party had split. Those who supported candidate Andrew Jackson took the name Democratic Party to **stress**, or play up, their ties to the common people. In 1830 a new party, the Whigs (or National Republicans), rose to compete with the Democrats. The Whigs and the Democrats remained the two major parties until the 1850s.

Chapter 9 273

Mock Nominating Conventions

Step 1: Creating Political Parties Organize students into four groups each representing a new political party. The parties will develop a name, a symbol, a slogan, and a platform. In Step 2, the parties will host conventions to nominate candidates.

Directions Write the Big Idea on the board. Help students identify issues that political

parties address, such as unemployment, national health care, and so on.

Illustrating Have groups make posters inviting citizens to join their parties. Posters should include the party name, symbol, slogan, and platform statements on at least four issues. Students will use these posters at the “national conventions” in Step 2 of the activity. **OL**

(Project continued in Section 2)

Teach

D Differentiated Instruction

Logical/Mathematics Ask: Why are two-party systems more efficient than multiparty systems? (In a multiparty system, one party seldom gets the majority of the votes. Decisions are delayed until parties form coalitions to gain a majority.) **AL**

C₁ Critical Thinking

Making Inferences Ask: Why didn’t Washington want political parties to form in the United States? (He wanted Americans to unite to build the country and was afraid that political divisions would destroy the nation’s future.) **OL**

C₂ Critical Thinking

Comparing and Contrasting Ask: How did Hamilton and Jefferson differ on their view of the national government? (Hamilton supported a strong national government. Jefferson wanted more power for state governments.) **OL**

Caption Answer:

Political parties work to win elections, operate the government, and influence government policy.

Hands-On Chapter Project Step 1



S Skill Practice

Creating a Time Line Have students work with a partner to create a time line of American political party evolution. Instruct students to shade the span of each party, noting that parties will overlap during some years. **ELL**

C Critical Thinking

Determining Cause and Effect **Ask:** Why was the Republican Party able to make great strides in the 1854 congressional elections? (The majority of Northern voters agreed that slavery must be kept out of the Northern territories.) **BL**

R Reading Strategy

Using Context Clues **Ask:** Which words from the text explain third parties? (smaller minor parties) **BL**

Analyzing Charts

Answers:

1. National Republicans
2. 1856

Reading Check **Answer:** He feared that rival parties would hurt the government.

Differentiated Instruction

Biography Activity 9

Theodore Roosevelt (1858–1901)

Theodore Roosevelt served for twenty years as the twenty-sixth president of the United States and the country from 1901 until 1909 and was an outdoors enthusiast who loved what he called “the strenuous life.” Roosevelt would also be known later to lead the Bull Moose Party to a historic second place finish in the 1912 Presidential election.

A child child born into a prominent New York family, Roosevelt worked hard to overcome his physical weakness, earning a level of determination that would mark his entire life. Roosevelt served on the U.S. Civil Service Commission, was president of New York’s Board of Police Commissioners, and acted as Assistant Secretary of the Navy before making his name in the Spanish-American War.

A Political Career Begins

Roosevelt returned to the United States at home, and was soon elected governor of New York. Roosevelt became vice president under William McKinley in a Republican victory in the election of 1900. McKinley was assassinated just months after the election, leaving Roosevelt into the presidency. At the age of 42, Roosevelt was the youngest person ever to be elected president.

Roosevelt became such a popular leader that he would later be elected to a second term in office. His administration was considered extremely progressive, with Roosevelt championing workers’ rights and supporting laws regulating big business. A natural conservationist, Roosevelt created an extensive system of national parks throughout the United States by 1909, preserving 194 million acres of public lands.

Bull Moose Party

After serving two terms as president, Roosevelt supported his friend, William Howard Taft, for the presidency. However, once in office, Taft did not follow the progressive agenda of the Republican Party he had appointed Roosevelt to his cabinet and his supporters, high-ranking Republicans, challenged him and decided to run for a third term as president. Primary voters selected Roosevelt as the Republican candidate, but party leaders remained loyal to the Republican Party. Primary voters selected Roosevelt as the Republican candidate, but party leaders remained loyal to the Republican Party. Primary voters selected Roosevelt as the Republican candidate, but party leaders remained loyal to the Republican Party.

Biography Activity 9, URB pp. 23–24

Evolution of American Political Parties

Federalist	1789–1820	Promoted a strong central government
Democratic-Republican	1796–1832	Formed to oppose Federalist policies
National Republican	1828–1836	Split from the Democratic-Republican Party to promote strong national government and oppose Andrew Jackson’s campaign for presidency
Democratic	1832–Present	Party formed in support of Andrew Jackson
Whig	1834–1864	Included critics of Andrew Jackson, states’ rights advocates, and supporters of internal improvements
Republican	1856–Present	Formed to oppose the Democratic Party’s support of the institution of slavery



Analyzing Charts

1. **Identifying** According to the chart, which political party had the shortest life span?
2. **Sequencing** When did the modern Republican Party get its start?

The Republican Party In 1854 a group of Democrats and Whigs, many of whom opposed slavery, left their parties to form new ones. These parties took many different names, including the Fusion Party, the Peoples Party, and the Independent Party. The most popular name for the new coalition was the Republican Party.

Republicans did not agree on whether slavery should be abolished in the Southern states, but they did agree that it had to be kept out of the Northern territories. A large majority of Northern voters seemed to agree, enabling the Republican Party to make great strides in the congressional elections of 1854. In 1860 Abraham Lincoln won election as the first Republican president. Since then, Republicans and Democrats have been the major parties in our system.

Reading Check **Explaining** Why did Washington not want political parties to form?

Third Parties

Main Idea Throughout American history, additional parties have arisen to influence politics.

Civics & You As you read, think about how third parties influence American politics.

Throughout American history, smaller minor parties, sometimes called **third parties**, have competed for power in the nation’s two-party system. While most Americans do not support third parties or vote for their candidates, third parties have influenced American politics in several important ways.

Third parties have often **promoted**, or advanced, ideas that were at first unpopular or hotly debated. The Populist Party of the 1890s, a combination of farmers and laborers, called for the direct election of senators and an eight-hour working day.

Theodore Roosevelt

- Objective:** To gain understanding of what makes a president
- Focus:** Find out what students know about third-party candidates.
- Teach:** Discuss the Bull Moose Party’s election results.
- Assess:** Create a timeline showing Roosevelt’s political career.
- Close:** Ask students if they think a third party is necessary.

Differentiated Instruction Strategies

- BL** Tell a reading partner what you liked most about Roosevelt’s life.
- AL** Write a paragraph describing Roosevelt’s legacy.
- ELL** Define “candidate,” “determination,” “extensive” and “strenuous.” Write a sentence for each word.

The Progressive Party promoted the direct primary to allow the people a more direct role in government. Two other Progressive ideas—the initiative and referendum—were intended to give voters more power to make laws. Although the Populists and the Progressives never won the presidency, the Democratic and the Republican Parties adopted many of their ideas. (You will read about the initiative and referendum in Chapter 10.)

the nation's two-party tradition. While the names of the Republican and Democratic candidates are automatically placed on the ballot in many states, third-party candidates must obtain a large number of voter signatures in order to get on the ballot. Third parties also often have trouble raising sufficient amounts of money to compete in campaigns against the major-party candidates.

Other Party Systems

Political parties exist in most countries. Two-party systems, however, are rare. The role that political parties play differs with each nation's political system.

Third Parties Former professional wrestler and Reform Party candidate Jesse Ventura was elected governor of Minnesota in 1998. **Explaining** Why are some political parties called third parties?

Single-Issue Parties Some third parties form to promote a social, economic, or moral issue. For example, the Prohibitionist Party, formed in 1872, wanted to ban the sale of alcohol. A single-issue party usually does not last long. It may fade away when the issue is no longer important or if a major party adopts the issue.

Ideological Parties An ideology is a set of beliefs about human nature and government institutions. Ideological parties are those that support a particular philosophy or political doctrine. For example, the Socialist Labor Party and the Communist Party USA believe that our free enterprise system should be replaced by one in which government or workers own the factories, transportation, and resources. In contrast, an ideological party such as the Libertarian Party opposes government interference in private enterprise in order to increase individual freedoms.

Independent Candidates Sometimes third parties form around leaders with strong personalities who cannot get support from one of the two major parties. Such parties usually do not survive beyond the defeat of their candidates.

In 1992 wealthy business leader H. Ross Perot challenged both major-party candidates as an independent. Perot ran again in 1996, under the banner of the Reform Party.

Obstacles to Third Parties Third parties rarely win major elections because of



R1 Reading Strategy

Identifying Ask: In what three ways did the Progressive Party contribute to increased voter participation in government? (It promoted the direct primary, the initiative, and the referendum.) **OL**

R2 Reading Strategy

Making Connections Ask: On what national concern does the Libertarian Party primarily focus? (government interference in private enterprise) **OL**

C Critical Thinking

Drawing Conclusions Ask: Why do many states require third-party candidates to obtain many voter signatures before their names are placed on the ballot? (to prove they have sufficient voter support to be viable candidates) **AL**

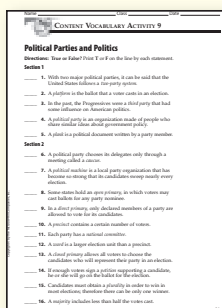
Caption Answer:

Because the nation has two major parties, all smaller or minor parties are referred to as "third parties."

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Leveled Activities

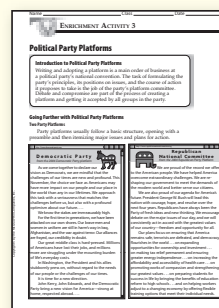
BL Content Vocabulary Activity 9, URB p. 21



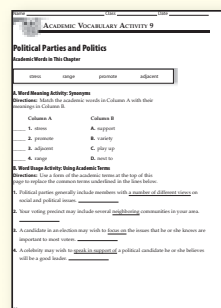
OL Biography Activity 9, URB pp. 23–24



AL Enrichment Activity 3, URB pp. 13–14



ELL Academic Vocabulary Activity 9, URB p. 22



R Reading Strategy

Using Word Parts Ask: In the compound word “multiparty,” what does “multi” mean? (Answers may include many or several.) **ELL BL**

C Critical Thinking

Making Inferences Ask: Why do some countries, such as Israel, have multiparty systems? (Answers may include the idea that there is little consensus among citizens of these countries on issues affecting their country.) **OL**

Analyzing Charts

Answers:

1. H. Ross Perot
2. Strom Thurmond, George Wallace, John Schmitz, John Anderson, H. Ross Perot, and Ralph Nader

Reading Check Answer: Answers should include parties listed in the section.

Additional Support

Teacher Tip

Collaborative Learning activities are engaging and fun. Remember that they must be leveled appropriately and must be diverse to interest all students. Be sure that directions for the activity are clearly stated.

Leading Third-Party Presidential Candidates, 1948–2004

ELECTION YEAR	CANDIDATE	POLITICAL PARTY	VOTES (in thousands)
1948	Strom Thurmond	States' Rights	1,176
1952	Vincent Hallinan	Progressive	104
1956	T. Coleman Andrews	States' Rights	111
1960	Eric Hass	Socialist Labor	48
1964	Eric Hass	Socialist Labor	45
1968	George Wallace	American Independent	9,906
1972	John Schmitz	American	1,099
1976	Eugene McCarthy	Independent	757
1980	John Anderson	Independent	5,720
1984	David Bergland	Libertarian	228
1988	Ron Paul	Libertarian	432
1992	H. Ross Perot	Independent	19,742
1996	H. Ross Perot	Reform	8,085
2000	Ralph Nader	Green	2,883
2004	Ralph Nader	Independent	464



Analyzing Charts

1. **Identifying** Which of the candidates listed was most successful in gaining popular votes?
2. **Comparing** Which third-party candidates received more than 5 million votes?

R **Multiparty Systems** Many democracies have multiparty systems. In these systems, three or more parties compete for control of the government. For example, Canada has three major parties, Germany has five, and Israel has more than 20.

C In multiparty systems, one party rarely wins enough support to control the government, so several parties often must work together. This is a situation that may easily break down and become politically unstable because of so many competing interests of the parties.

One-Party System Another type of party system is the one-party system. In such a system, the party and the government are nearly the same thing. In the People's Republic

of China, for instance, only one party—the Communist Party—is allowed to exist, and only Communist candidates may run for office. As a result, only Communist Party members fill government positions. In a one-party system, the main job of party members is to recruit new members, maintain party discipline, and carry out the party's orders. Elections are an empty exercise because there are no rival candidates. One-party systems, obviously, are not democratic systems.

Reading Check Describing Name three different types of third parties and explain why they were formed.

Activity: Collaborative Learning

Organizing Explain that the purpose of this activity is to understand how coalitions are necessary in multiparty systems. Organize the class into numbered groups. Give each group this list of school-related topics: class day (length and beginning/ending time), school uniforms, pass/fail versus letter grades, cafeteria versus fast food.

Have each group discuss and propose “legislation” on each topic. Reconvene the class. Ask each group to read its legislation on each issue, recording their proposals in a chart on the board. Have groups form coalitions to gain a majority vote on the issues. By a show of hands, have the class vote on the proposed legislation. **OL**

How the Parties Differ

Main Idea Political parties play a large role in the decisions made by government.

Civics & You People who share common goals often join political parties. Read on to find out about the basic differences between the major parties.

Competing political parties are a necessary part of democratic government. They are a key link between citizens and their elected officials. They give voters a choice among candidates and ideas.

A basic difference between the major parties is their belief in how much the government should be involved in the lives of Americans. For example, the Democrats tend to believe that the federal government should be more directly involved in regulating the economy and in providing housing, income, education, and jobs for the poor. The Republicans tend to believe that if they help the nation's economy grow, poor people will have a better chance of finding jobs on their

own. They favor less government regulation of the economy as the best way to promote the growth of production.

Sometimes the differences between the two major parties seem small. Both try to appeal to as many voters as possible. By adopting moderate and mainstream positions and avoiding extreme or radical positions, the major parties hope to attract votes and win elections. The parties are also similar because the majority of American people generally agree about many political and social issues.

One way to identify the differences between the parties is to read the political document, or platform, that each party writes at its presidential nominating convention, held every four years. The **platform** is a series of statements expressing the party's principles, beliefs, and positions on election issues. Each individual part of the platform is called a **plank**. The platform communicates to voters what the party claims it will do if it wins.

Reading Check Explaining Why do the two major parties seem so similar?

Writing Support

Persuasive Writing Have students write brief essays explaining how they feel about government intervention in their lives. Remind students to support their views with specific details and clear, logical reasoning. **AL**

Reading Check Answer: The majority of American people generally agree about many political and social issues.

Assess

Civics ONLINE

Study Central™ provides summaries, interactive games, and online graphic organizers to help students review content.

Close

Summarizing Organize students into groups. Ask each group to discuss the benefits and drawbacks of American political parties. Have each group write a brief report summarizing the major points of their discussion. **OL**

Section Review

Vocabulary

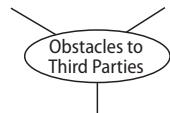
- Write** sentences or short paragraphs about political parties in which you use the following terms: *political party, two-party system, third party, platform, plank*.

Main Ideas

- Identifying** What were the first two major political parties in the United States?
- Explaining** What are the characteristics of one-party systems?

Critical Thinking

- Comparing** Describe the basic differences between the views of Thomas Jefferson and Alexander Hamilton regarding how government should operate.
- BIG Idea** In a diagram like the one below, identify at least three obstacles third parties face.



CITIZENSHIP Activity

- Expository Writing** Prepare for a debate on the following statement: The two-party system has outlived its usefulness. Choose either the pro or con side of the issue and prepare arguments for the side you choose. Pair up with a classmate who has prepared arguments opposing yours and debate the issue.

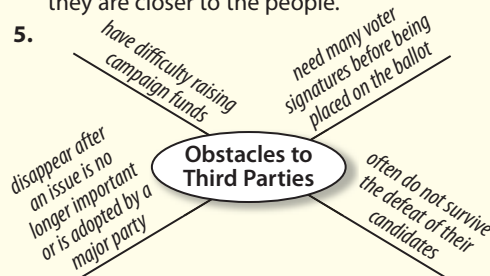
Civics ONLINE

Study Central™ To review this section, go to glencoe.com.

Answers

- Sentences and paragraphs should use vocabulary words according to their definitions in the section and in the Glossary.
- the Federalists and the Democratic-Republicans
- Only one party is allowed to exist. Only party members fill government positions, where they carry out the party's orders. Elections are meaningless because there are no rival candidates.
- Hamilton felt that a strong national government would protect the rights and interests

of its citizens. Jefferson argued that states should have the greater power, because they are closer to the people.



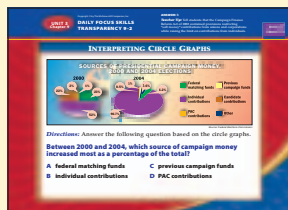
- Arguments will vary. Those in favor of adopting a different system may include the ideas that the major parties are too similar to present voters with a real choice between candidates and that both parties fail to respond to the needs of the nation. Those opposed to disbanding the two-party system may state that multiparty systems are cumbersome and require coalitions to pass legislation. These students may also argue that one-party systems are not democratic and offer citizens no choices.

Focus



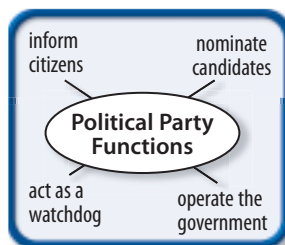
Bellringer

Daily Focus Transparency 9-2



Guide to Reading

Answers to Graphic:



Section Spotlight Video

To learn more about the role of political parties today, have students watch the Section Spotlight Video for this section.

Resource Manager

Guide to Reading

Big Idea

Political and economic institutions evolve to help individuals and groups accomplish their goals.

Content Vocabulary

- national committee (p. 279)
- caucus (p. 279)
- precinct (p. 281)
- ward (p. 281)
- political machine (p. 282)
- direct primary (p. 283)
- closed primary (p. 283)
- open primary (p. 283)
- plurality (p. 284)
- majority (p. 284)
- petition (p. 284)

Academic Vocabulary

- range (p. 279)
- adjacent (p. 281)

Reading Strategy

Identifying As you read, identify four functions of political parties.



Role of Political Parties Today

Real World Civics The scene is chaotic, noisy, and boisterous. Representatives from every state crowd huge convention centers waving flags, posters, hats, and anything else on which you can put a candidate's name. It is political party convention time. At their conventions, political parties gather support for candidates by raising money and getting the candidate's message out to voters. They discuss the party's position on important issues and officially nominate their candidates.

▼ Delegates support George W. Bush at the 2004 National Republican Convention in New York City



R Reading Strategies	C Critical Thinking	D Differentiated Instruction	W Writing Support	S Skill Practice
Teacher Edition <ul style="list-style-type: none"> • Categorizing, p. 279 • Identifying, p. 279 • Using Context Clues, pp. 281, 284 • Using Word Parts, p. 284 • Act. Prior Know., p. 286 Additional Resources <ul style="list-style-type: none"> • Cont. Vocab., URB p. 21 • Ac. Vocab., URB p. 22 	Teacher Edition <ul style="list-style-type: none"> • Making Comparisons, p. 279 • Det. Cause/Effect, p. 280 • Making Inferences, p. 281 • Analyzing Info., p. 283 • Ident. Cen. Issues, p. 285 Additional Resources <ul style="list-style-type: none"> • Crit. Thinking Act., URB p. 27 	Teacher Edition <ul style="list-style-type: none"> • English Learners, p. 283 • Visual/Spatial, p. 284 Additional Resources <ul style="list-style-type: none"> • School-to-Home Act., URB p. 33 • Reteach. Act., URB p. 35 	Teacher Edition <ul style="list-style-type: none"> • Persuasive Writing, p. 285 • Personal Writing, p. 285 Additional Resources <ul style="list-style-type: none"> • Enrichment Act., URB p. 13 	Teacher Edition <ul style="list-style-type: none"> • Visual Literacy, p. 280 • Using Geo. Skills, p. 281 • Recog. Bias, p. 282 Additional Resources <ul style="list-style-type: none"> • Daily Focus Trans., 9-2 • Pol. Cartoons Trans. 9



National Conventions Every four years, political party delegates gather to select a ticket—candidates for president and vice president as they did in 1948 in Philadelphia.
Explaining What is the first task for the delegates?

Organization of Political Parties

Main Idea Democrats and Republicans are organized into 50 state parties and thousands of local parties that operate independently of the national organization.

Civics & You Do you support one of the political parties? Political parties do everything they can to attract supporters.

The two major parties are organized at the local, state, and national levels. These levels are only loosely tied together. There is no chain of command that lets the national organization control state or local party leaders. All the levels, however, have roughly the same political beliefs, and they are united in their ultimate goal—to help the party win election to as many offices as possible.

National Organization

Each party has a **national committee** made of representatives from every state. This committee helps raise funds for presidential elections and organizes the party's national convention. A national party chairperson runs the committee. The chairperson's main job is to manage the office, to direct the committee staff, and to lead fund-raising efforts.

National Convention The national convention is one of the most important responsibilities of the national committee. Held once every four years, the national convention is where party members nominate their candidates for president and vice president of the United States. Each party chooses its delegates through a combination of presidential primary elections and **caucuses**, or meetings, of state and local party organizations.

The delegates' first job is to write the platform. This task can be difficult because each party includes members with a wide **range**, or variety, of positions on key issues.

Teach

C Critical Thinking

Making Comparisons **Ask:** In what way are all levels of political parties similar? (They share the common goal of helping the party win election to as many offices as possible.) **BL**

For additional practice on this skill (Making Comparisons), see the **Skills Handbook**.

R₁ Reading Strategy

Categorizing **Ask:** What is the purpose of a party's national committee? (It helps raise funds for presidential elections and organizes the party's national convention.) **BL**

R₂ Reading Strategy

Identifying **Ask:** What are caucuses? (meetings in which state and local party organizations choose delegates) **ELL**

Caption Answer:
writing the platform

Additional Support

Activity: Economics Connection

Making Inferences Explain that the Bipartisan Campaign Reform Act of 2002 focused on soft money—contributions given for the general use of a political party but not necessarily to support a candidate. Tell students that the act limits or bans soft money contributions and spending. It also requires parties to disclose who contrib-

uted more than \$10,000 for campaign ads. Under the act, however, individuals are now allowed to contribute more to candidates and parties. Have student groups discuss and write paragraphs about why both parties might have supported this legislation. Ask groups to share their paragraphs with the class. **AL**

C Critical Thinking

Determining Cause and Effect Ask: **Why do Americans usually know the names of presidential nominees before national conventions?** (Early primaries narrow the list of candidates.) **BL**

S Skill Practice

Visual Literacy Ask: **Who is the top-ranking nongovernment official in a political party?** (the national chairperson) **ELL**

Analyzing Charts

Answers:

1. local; city, town, or county committee
2. Answers may include the idea that citizens are more directly involved in local committees, state committees coordinate the activities of local groups, and the national committee unifies the party nationwide.

Hands-On Chapter Project Step 2

Mock Nominating Conventions

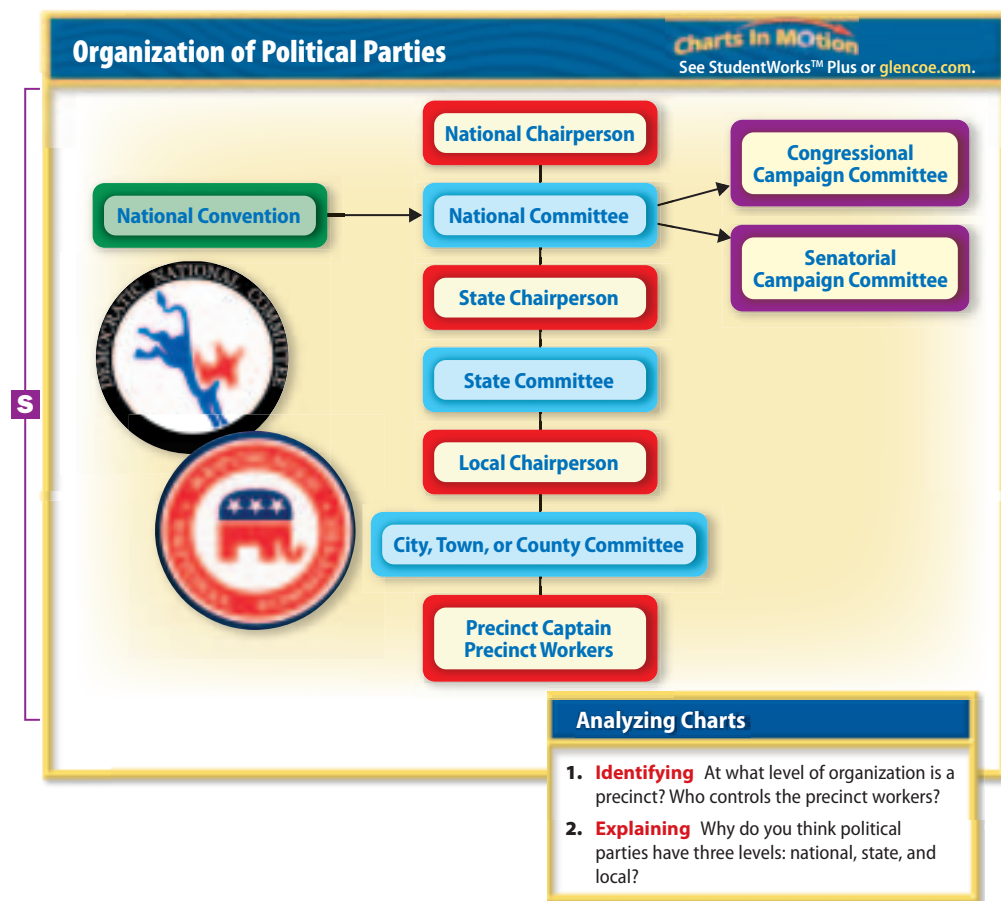
Step 2: Televising Conventions Provide students with crepe and construction paper to coordinate with their parties' chosen color schemes. Give each group a section of the classroom to decorate for their convention. Have them prominently display their posters.

Nominating the Candidate After the platform has been prepared and approved, delegates nominate the party's presidential candidate. The nominating speech for each candidate sets off a demonstration, as supporters parade around the convention hall. Historically, conventions were suspenseful events where delegates from around the country decided upon their presidential candidate. The conventions were a grand spectacle on television. Today the increasing use of early primary elections, where voters narrow down the list of candidates, has caused the nomination for president to be almost entirely decided by the time of the convention.

Campaign Committees The major parties also have campaign committees made up of members of Congress. These committees work to elect party members and raise money.

State and Local Organization

Each major party has 50 state committees or organizations. In some states the parties are well organized, have large staffs, and spend a lot of money each year. In others the organization is weak. State committees focus on electing party candidates to state offices—governor, attorney general, state legislators, and others. They also work to elect their parties' candidates to national offices.



Directions Ask each group to select one member as their party's presidential candidate. Show students a brief video of a national nominating convention in which the candidate is nominated and accepts the nomination. Allow groups time to practice this process.

Videotaping Videotape each group's nominating convention. Remind students that parties want conventions to impress television viewers and to persuade them to vote for their candidates. Students will review the videotapes in the final step of this convention activity. **OL**

(Project continued on the Visual Summary page)

Local party organizations consist of thousands of city, town, and county committees across the country. These committees include people elected by their fellow party members.

What Is a Precinct? Each city or county is divided into election districts or precincts. A **precinct** is a geographic area that contains a specific number of voters. A precinct may consist of an entire small town or, in a large city, a group of **adjacent**, or neighboring, neighborhoods. All voters in a precinct cast their ballots at the same voting place.

For each precinct, the local party committee appoints a precinct captain, whose job is to organize other party members during campaigns and encourage voters on Election Day. The volunteers distribute leaflets, register voters, and try to convince voters to support the party's candidates.

Several geographically connected precincts make up a larger election unit called a **ward**. Party members in each ward typically elect a volunteer to represent the ward at the local party's next level of organization—the county committee.

County Committees

Counties are the largest political units within a state. Both major parties have county committees. A county chairperson, who runs the committee, often has a great deal of political power in the county. If the county is large, state party leaders such as the governor or a U.S. senator may consult with the county chairperson about important appointments, such as judgeships.

R Higher-level party leaders depend on precinct and ward leaders to build the party at the “grassroots,” or neighborhood, level. These local leaders have to know what issues their neighbors are worried about and keep track of how local political sentiment is running. At election time they must “deliver the vote” for party candidates at every level of government.

TIME Teens in Action

Emily Nguyen

Emily Nguyen, 16, from Morristown, New Jersey, knows debate is a big part of politics. That is one reason she takes part in the Junior Statesmen of America (JSA).

QUESTION: What's JSA?

ANSWER: It's a group for high school students that promotes interest in government, politics, debate, law, and global affairs.

Q: How does it do all that?

A: JSA hosts discussions about contemporary issues, conventions for students, and summer school programs. The group encourages all teenagers to stand up and be heard with its motto “Democracy is not a spectator sport!”

Q: Sounds intense. But is it fun?

A: Yes! The chapter at my school is extremely active. We attend the triannual regional conventions, hold debates at our weekly meetings, organize community service projects—and take part in many other activities.

Q: How will it help your future?

A: Members of JSA learn leadership, managerial, and public speaking skills. JSA works solely to educate America's youth, with the knowledge that one day they will become lawmakers, lawyers, activists, and politicians.

Q: How can other teens get involved with JSA?

A: If there isn't a chapter at their school, students can visit www.jsa.org for more information.

ACTION FACT:

Nguyen can often be found playing soccer with a team or refereeing youth soccer.



Making a Difference

CITIZENSHIP

What is the motto of JSA?

S Skill Practice

Using Geography Skills Obtain a voting precinct map for your school's attendance area from a local government office. Ask students to look at the map and to identify their voting precincts. **OL**

C Critical Thinking

Making Inferences Ask: What are the personality traits of a successful precinct captain? (Answers may include the following traits: organized, cooperative, focused, enthusiastic, dedicated, hard-working, and so on.) **ELL BL**

R Reading Strategy

Using Context Clues Ask: What is the “grassroots” level? (the neighborhood level) **BL**

TIME Teens in Action

Answer:

“Democracy is not a spectator sport!”

Additional Support

Activity: Technology Connection

Drawing Conclusions Tell students that the Election Assistance Commission is the government agency that disburses money to help states improve their voting systems and practices. Have students work in pairs to study the effects of the punch card system on the presidential election of 2000 at americanhistory.si.edu/vote/florida.html.

Instruct partners then to identify how government responded with the Help America Vote Act. Information on this act is available at www.eac.gov/mission_statement.asp?format=none. Have partners write a brief summary of the punch card problem and the government's solution. **OL**

S Skill Practice

Recognizing Bias Ask: Are people justified in thinking political machines are harmful? (Answers may vary. Some students may argue that people assume parties who hold power for long periods of time will become unresponsive and less accountable. Others may feel that Tammany Hall and other political machines are good examples of the negative aspects of political machines.) **OL**

TIME Political Cartoons

Answers:

1. as an armored truck
2. Armored trucks are known to carry large sums of money and are strong and well protected.
3. Even with campaign finance reform, special interests, or PACS, still donate a lot of money to political parties.
4. The cartoonist is pessimistic because, in the cartoon, the figure representing reform cannot stop the truck of special interests.

Reading Check

Answer: It lets the party handle local issues and build local support.

Differentiated Instruction

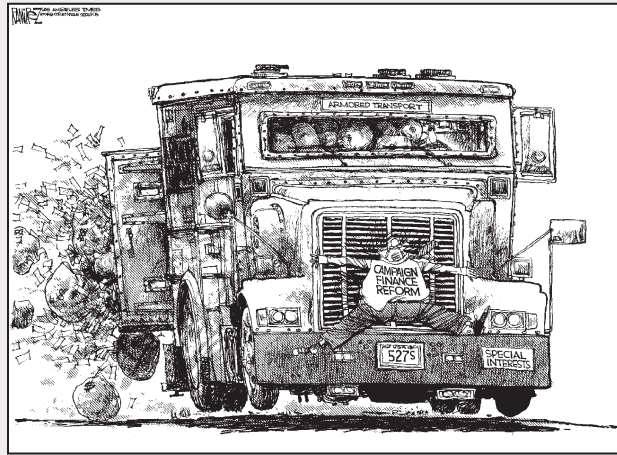
BL Writing Skills Activity 9, URB pp. 25–26

OL Biography Activity 9, URB pp. 23–24

AL Differentiated Instruction Activity 9, URB pp. 31–32

ELL School-to-Home Conn. 9, URB pp. 33–34

TIME Political Cartoons



Michael Ramirez/Copley News Service

Every year, more than half of all Americans do volunteer work. One of the responsibilities of citizens is to help make this small, but...

In this cartoon, Michael Ramirez makes a comment on the campaign-finance reform movement, whose aim is to regulate donations to political candidates.

1. How are “special interests” represented?
2. Why do you think Ramirez chose this symbol?
3. Why is money falling off the back of the truck?
4. Do you think Ramirez is optimistic or pessimistic that new campaign-finance reform measures will become law? Explain.

Political Machines

Sometimes a local party organization becomes so powerful that, year after year, their candidates sweep almost every election. Such a strong party organization is called a **political machine**. One of the most famous—and notorious—political machines was New York City’s Tammany Hall.

This organization ruled New York City in the late 1800s and early 1900s. Its leader, William Marcy “Boss” Tweed, and his friends grew rich from bribes and kickbacks—extra payments—given by building contractors seeking to do business with the city. Eventually, many members of the Tweed group ended up in prison.

At a time in American history when few social service agencies existed to help poor people and immigrants, political machines often served a useful purpose. The machines provided needy citizens with jobs, food, fuel, and help with medical care in return for their votes. Today most people think of political machines as harmful. They believe when one party is in power for too long, it may become

unresponsive to the needs of the community. Political leaders are less accountable to citizens when the leaders do not have to worry about getting reelected.

Joining a Political Party

You do not need to join a political party in the United States to vote. However, political parties offer every citizen a great way to get involved in politics. Political parties do everything they can to attract members, and they welcome whomever wishes to belong. Party membership involves no duties or obligations other than voting. If a member of a party chooses to do more, then he or she may contribute money, do volunteer work, or participate in other activities, especially during election campaigns. The parties depend on citizen involvement to accomplish their goals.

Reading Check

Concluding Why is it important to build grassroots support for a party?

Leveled Activities

Writing Skills Activity 9

Writing Parallel Structures

Learning the Skill

Read the example and write your own sentences. Use the same structure as the example. Write your sentences on lined paper. Use the example to help you.

Follow these steps for using parallel structure:

- 1. Identify the parts of the sentence that are not parallel.
- 2. Rewrite the sentence so that all parts are parallel.
- 3. Check your work to make sure all parts are parallel.

Example: The committee was made up of teachers, parents, and community members.

Exercise: Read each pair of sentences below. Circle the sentence that uses correct parallel structure.

1. A political party is an association of voters with shared interests, beliefs, and values.
2. The leaders of our country, such as George Washington, Jefferson, and Abraham Lincoln, disagreed about the responsibilities of political parties.
3. The leaders of our country, such as George Washington, Jefferson, and Abraham Lincoln, disagreed about the responsibilities of political parties.
4. Democrats and Republicans believe the two major political parties after the development of the Whig Party and the abolition of Reconstruction.

Democrats and Republicans believe the two major political parties after the development of the Whig Party and the abolition of Reconstruction.

Biography Activity 9

Theodore Roosevelt (1858–1919)

Learning the Skill

Read the example and write your own sentences. Use the same structure as the example. Write your sentences on lined paper. Use the example to help you.

Follow these steps for using parallel structure:

- 1. Identify the parts of the sentence that are not parallel.
- 2. Rewrite the sentence so that all parts are parallel.
- 3. Check your work to make sure all parts are parallel.

Example: The committee was made up of teachers, parents, and community members.

Exercise: Read each pair of sentences below. Circle the sentence that uses correct parallel structure.

1. A political party is an association of voters with shared interests, beliefs, and values.
2. The leaders of our country, such as George Washington, Jefferson, and Abraham Lincoln, disagreed about the responsibilities of political parties.
3. The leaders of our country, such as George Washington, Jefferson, and Abraham Lincoln, disagreed about the responsibilities of political parties.
4. Democrats and Republicans believe the two major political parties after the development of the Whig Party and the abolition of Reconstruction.

Democrats and Republicans believe the two major political parties after the development of the Whig Party and the abolition of Reconstruction.

Differentiated Instruction Activity 9

Party Politics

Read the example and write your own sentences. Use the same structure as the example. Write your sentences on lined paper. Use the example to help you.

Follow these steps for using parallel structure:

- 1. Identify the parts of the sentence that are not parallel.
- 2. Rewrite the sentence so that all parts are parallel.
- 3. Check your work to make sure all parts are parallel.

Example: The committee was made up of teachers, parents, and community members.

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Democrats and Republicans believe the two major political parties after the development of the Whig Party and the abolition of Reconstruction.

School-to-Home Connection 9

Political Parties and Politics—What Do You Know?

Read the example and write your own sentences. Use the same structure as the example. Write your sentences on lined paper. Use the example to help you.

Follow these steps for using parallel structure:

- 1. Identify the parts of the sentence that are not parallel.
- 2. Rewrite the sentence so that all parts are parallel.
- 3. Check your work to make sure all parts are parallel.

Example: The committee was made up of teachers, parents, and community members.

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Democrats and Republicans believe the two major political parties after the development of the Whig Party and the abolition of Reconstruction.

Nominating Candidates

Main Idea Political parties nominate candidates to run for public office.

Civics & You Have you ever run for an office at school? Did you choose to run or did someone nominate you? Read to find out the role political parties play in selecting nominees for public office.

The individuals who take part in the work of political parties play an important role in the American system of government. They select candidates for office. They keep people informed and interested in the issues and the candidates. They try to see that party members elected to office do a good job. They keep an eye on the opposition party, publicly criticizing many of its actions. They also act as a link between different branches and levels of government.

The parties carry out these activities throughout the year. They are busiest, however, at election time. Political parties are the only organizations that select and present candidates for public office. They do this through the nomination process.

Primary Elections

Today major parties in all states nominate candidates at all levels of government. The method most commonly used today to nominate candidates is the direct primary. The **direct primary** is an election in which voters choose candidates to represent each party in a general election. In recent years, these elections have been very competitive, and the winner of the most primaries is often nominated by his or her party. There are two main forms of the direct primary: closed and open.

Most states hold a **closed primary**, in which only the declared members of a party are allowed to vote for that party's nominees. For example, only Republicans can vote in the Republican Party's primary.

Rules for how voters declare their party affiliation vary by state. In some states you must declare your party when you register. In others, you do not have to declare your party preference until you actually vote.

A few states hold an **open primary**, in which voters do not need to declare their party preference in order to vote for the party's nominees. In most open-primary states, you choose a party in the privacy of the voting booth.

Campaigning Candidates for president begin organizing their campaigns long before the election. Representative Dennis Kucinich of Ohio, campaigning for the 2004 Democratic nomination, talks to New Hampshire students before the state's primary election.

Explaining Why do candidates bother to talk to students who cannot vote?



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Did You Know?

Voting Fraud The earliest elections in the United States were conducted by voice votes or paper ballots. Some early ballots and ballot boxes, however, allowed voters to cheat. During the Civil War, for example, multiple party ticket ballots were printed on large sheets of paper in the Union states. Although they were supposed to have been cut apart, some people cast two or more votes at a time. A "stuffer's ballot box" from

1856 had a sliding false bottom and side. Hidden behind these panels were additional party ticket ballots that would eventually be counted with the legitimate votes. In addition, many state election laws actually allowed voters to change, or modify, the ballots. Called the "paster ballot," these ballots allowed voters to cover the name of a candidate and to paste over a slip of paper with another candidate's name.

D Differentiated Instruction

English Learners Ask: How does the root word of "nominate"—"name"—help you understand its meaning? (To nominate a candidate is to name that person for voters' consideration.) **ELL**

C Critical Thinking

Analyzing Information Ask: What is the difference between open and closed primaries? (In closed primaries, only declared members of a party are allowed to vote for that party's nominees. In open primaries, voters are not required to declare party preferences in order to vote for a party's nominees.) **BL**

Caption Answer:

Answers may include the ideas that students may share information and impressions with parents, students will someday be voters, and candidates like to learn the perspectives of different age groups on various issues.

Additional Support

R₁ Reading Strategy

Using Word Parts Ask: How does the meaning of “plural” contribute to the definition of “plurality”? (“Plural” refers to several or many. A plurality vote: many votes that fail to win a majority.) **AL**

R₂ Reading Strategy

Using Context Clues Ask: Which words from the text explain the concept of a petition? (papers declaring support for a candidate) **ELL**

D Differentiated Instruction

Visual/Spatial Have students make drawings to illustrate the watchdog role of a political party. **BL**

Reading Check Answer: In an open primary, voters do not have to declare a party affiliation in order to vote for that party's candidates. Closed primaries require voters to declare a party.

Civics ONLINE

Objectives and answers to the **Student Web Activity** can be found at glencoe.com under the Web Activity Lesson Plan for this chapter.

Differentiated Instruction

Closed Primaries People who support the closed primary believe that it helps keep the members of one party from crossing over into the other party's primary to try to promote weak candidates (who would then be easy to defeat). An argument against the closed primary is that it does not permit a truly secret ballot, since voters must first declare a party preference. It also prevents unaffiliated voters from taking part in primary elections in most states.

What Is a Plurality? Sometimes a political office can have more than one vacancy, and thus each party can nominate more than one candidate. Most offices, however, are open to only one winner. In these cases, the candidate who gets the *most* votes obtains a **plurality** (the largest number), and wins the election, even if this means less than 50 percent of the votes cast.

What Is a Majority? In a few states, however, the winner must have a **majority**. (A majority is more than 50 percent of the total votes.) If no candidate receives a majority, the party holds a runoff primary between the two leading candidates with the most votes. The winner then becomes the party's candidate in the general election.

Unaffiliated Candidates Candidates who are not affiliated with either of the two major parties can get on the ballot for the general election in most states by **petition**. If enough qualified voters sign papers declaring support for a candidate, he or she goes on the ballot for the general election.

Reading Check Contrasting What is the difference between an open and a closed primary?

Civics ONLINE

Student Web Activity Visit glencoe.com and complete the Chapter 9 Web Activity.

Other Party Roles

Main Idea In addition to nominating candidates for office, political parties have many other responsibilities.

Civics & You Taking part in political parties is an important way for citizens to affect government decision making. Read to find out the impact of political parties on government.

Although the main purpose of political parties in the United States is to elect candidates to office, they also play an important role in helping the people of the United States practice self-government. The parties enable people to communicate with their government leaders and help ensure that government remains responsive to the people. The parties fulfill this role in a number of ways. Nominating candidates for office is just one of many tasks that political parties perform.

Political parties have several functions that help them fulfill their role in government. Political parties do the following:

- select and support candidates
- inform citizens
- carry the message of the people to the government
- operate the government
- act as a watchdog over government
- serve as a link between different levels and branches of government

Campaigning for Candidates After a political party nominates its candidates for office, it begins to campaign for them in the general election. The parties raise money for the campaign. They also help candidates inform voters about their ideas and views on public issues. A key role for party volunteers is to make sure party supporters are registered to vote and to ensure that on Election Day these voters go to the polls.

Interpreting Point of View

- Objective:** To understand how personal beliefs influence political positions
- Focus:** Students interpret what McCarthy must have felt about the war.
- Teach:** Discuss the historical context of the Vietnam War and its controversy.
- Assess:** Ask students what McCarthy would say about the war in Iraq.
- Close:** Have students explain the quote: “price . . . to pay for a military victory.”

Differentiated Instruction Strategies

- BL** Reread the speech aloud with a partner. Look for clues about McCarthy's beliefs.
- AL** Explain why McCarthy was never elected president. Refer to the speech to support your argument.
- ELL** Define “casualties,” “escalate,” and “intensify.” Write a sentence for each word.

CRITICAL THINKING SKILLS ACTIVITY 9

Interpreting Point of View

Learning the Skill

Interpreting point of view involves understanding the feelings, attitudes, or beliefs of a speaker or writer. A person's point of view is shaped by many factors, including his or her age, personal experiences, and political philosophy.

Use the following guidelines to help you interpret point of view.

- Identify details that are close to point of view, such as word choice and syntax.
- If necessary, connect through research the background and experience of the individual whose point of view you wish to interpret. Try to find information that might help you understand the person's point of view, such as his or her background, education, or political views.

Practicing the Skill

Directions: Read the account below, taken from a 1967 press conference given by Senator Joseph McCarthy. Then answer the questions that follow.

“I intend to enter the Democratic primaries. “Since I first said that I thought the issue of Vietnam and the issue related to it should be the center of the country, I have talked with Democratic leaders from about 25 or 30 states; I have talked particularly to candidates for reelection to the Senate Democratic candidates. I have been invited and given to address on campus and to other people throughout the country.

“My decision to challenge the President's position and the Administration's position has been strengthened by recent announcements out of the Administration—the evident expansion to escalate and to intensify the war in Vietnam and, on the other hand, the absence of any positive indication or suggestion for a compromise or for a negotiated peace settlement. I am convinced that the Administration seems to have set its limit to the price which it is willing to pay for a military victory.

“Let me summarize the cost of the war up to this point—the physical destruction of much of a small and weak nation by military operations of the most powerful nation in the world. \$100 billion to \$150 billion in casualties in South Vietnam alone, to say nothing of the destruction of the land property in North Vietnam.”

Informing Citizens Running a campaign serves another important purpose in a democracy: it informs citizens about public issues and the way government works. To get their views across, party candidates make speeches, publish and distribute pamphlets, and place ads in newspapers and magazines and on television and radio.

Carrying the People's Message In addition to presenting their views to the people, the parties listen to what the people have to say. Voters have ideas and concerns of their own and issues they want leaders to address.

Sometimes people in different areas feel very strongly about an issue. They may oppose a government policy or want stronger laws to protect the environment. A political movement that begins with the people

is known as a grassroots movement. When a grassroots movement becomes strong enough, its ideas will probably be taken over by a political party.

Operating the Government Political parties play a key role in running and staffing the government. Congress and the state legislatures are organized and carry on their work on the basis of party affiliation. Party leaders in the legislature make every effort to see that their members support the party's position when considering legislation.

Many government jobs are civil service jobs gained on the basis of open, competitive examinations and merit. However, the president, governors, and some mayors have the power to appoint their trusted supporters to many high-level jobs.

Spreading the Message Concerned citizens use various tactics to make the public aware of their concerns. These California citizens hand out information before a special election. **Explaining** What is a grassroots movement?



W₁ Writing Support

Persuasive Writing Ask students to work with a partner to write a political advertisement. Students may select any medium: newspaper, magazine, television, or radio. **OL**

C Critical Thinking

Identifying Central Issues Ask: **What is the basis of a grassroots movement?** (strong feelings on the part of citizens regarding a particular policy, issue, or practice) **OL**

W₂ Writing Support

Personal Writing Direct students to the "Plum Book" at www.gpoaccess.gov/plumbook/index.html, which lists approximately 8,000 federal government appointive positions. Have students write a letter to the president in which they ask for an appointment to a government job. **AL**

Caption Answer:

building party support at the neighborhood level

Additional Support

Activity: Interdisciplinary Connection

Science Invite a science teacher to class to inform students about environmental issues in which they might become politically active, such as the preservation of the world's rainforests, the concern over the melting polar caps, and so on. Ask students

to form groups and select one issue of focus. Have groups use the Internet to research grassroots organizations that are actively involved in their issue. Have groups use a computer presentation program to describe grassroots efforts on their issue. **OL**

R Reading Strategy

Activating Prior Knowledge Ask: How does competition improve performance—in sports as in government?

(Answers may include the idea that competing for team positions makes players work harder, stay in shape, and try to please the coach. In the same way, when political parties compete for votes, they work harder to please voters with their actions and decisions.) **OL**

Reading Check Answer: To pass legislation, members of a political party agree to vote the same way.

Assess



Study Central™ provides summaries, interactive games, and online graphic organizers to help students review content.

Close

Interpreting Have students work in groups. Ask groups to list five ways in which political parties benefit the lives of American citizens. **OL**

Section 2 Review

These supporters will usually be party members who believe in their party's ideas and want the opportunity to serve in government. If a chief executive has jobs to fill but does not have enough high-level supporters to fill them, he or she often seeks recommendations from party leaders.

Linking the Different Levels of Government Just as political parties carry the people's message to the government, they also help different levels and branches of government cooperate with one another. For example, suppose the mayor of Columbia, South Carolina, and the governor of South Carolina are both Democrats. They are likely to have similar goals and ideas. They may be personal friends. Perhaps they have worked together on election campaigns or party business in the past. These connections may make it easier for them to join forces to tackle

mutual problems. Likewise, when a majority of legislators belongs to the same party as a chief executive, cooperation between the two branches is likely to be better than if they belong to opposing parties.

Acting as a Watchdog Between elections, political parties act as "watchdogs" over government activities. The party that is out of power—the party that lost the election for president, governor, or Congress—watches the actions of the party in power for any mistakes or misuse of power. This opposition party may criticize the party in power and offer its own solutions to political problems. In this way, the opposition party hopes to attract voters. Competition between parties forces the party in power to pay attention to the will of the people.

Reading Check Explaining What is a political party's connection to legislation?

Section 2 Review

Vocabulary

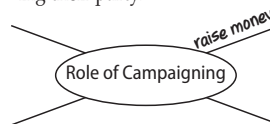
- Explain** the following terms by using each in a complete sentence: *national committee, caucus, precinct, ward, political machine, direct primary, closed primary, open primary, plurality, majority, and petition.*

Main Ideas

- Explaining** What is the purpose of a party's national convention?
- Explaining** In what way do political parties help manage the government?
- Identify** three ways in which parties and their candidates inform the public.

Critical Thinking

- Evaluating** In your opinion, which is a better system, the open primary or the closed primary? Explain.
- BIG Idea** On a web diagram like the one below, write the campaigning roles that political party members play in supporting their party.



7. Understanding Cause and Effect

The two major parties are criticized as being out of touch with the needs of many Americans. How might a successful third party affect the two major parties?

Activity

- Creative Writing** Create a poster that presents a democratic and cost-efficient system for selecting nominees for president.



Study Central™ To review this section, go to glencoe.com.

Answers

- Sentences should use vocabulary words according to their definitions in the section and in the Glossary.
- At a national convention the party decides on its platform and nominates its presidential candidate.
- Party members serve in elected and appointed government positions. Parties serve as watchdogs over government and inform citizens of what is happening. They communicate citizens' concerns and needs to government officials.
- Party candidates make speeches, publish and distribute pamphlets, and place informative ads.
- Answers will vary. Students may argue that closed primaries give a true indication of party strength. Other students may argue that this system is more fair to voters who choose candidates based on individual merits, not party affiliation.
- make sure party supporters are registered; raise money; ensure that voters go to the polls; help candidates reach out to voters
- Answers may include that if a third party gains enough support, it may force the existing major parties to reevaluate their practices.
- Posters will vary but should reflect a reasonable system of selecting presidential nominees.

Visual Summary

What Is a Political Party?

A political party is a group of individuals outside of government that organizes to win elections, to operate the government, and to determine policy.



Candidates are ready to answer questions

Political Parties Form

- Shortly after our nation began, two political parties formed.
- The basic difference between the two parties today is their beliefs in how much the government should be involved in Americans' lives.
- In the United States, we have a two-party system, which means that two major parties—the Democrats and the Republicans—dominate national politics.



Students speak out on issues

Organization

- Each party has a national committee and congressional campaign committees. Each party also has 50 state committees and many local party organizations.
- In the past, some local party organizations became so powerful that their candidates won almost every election. These were known as political machines.

What Political Parties Do

- Select candidates
- Inform the public
- Coordinate policy making
- Balance competing interests
- Run campaigns

Comparing Parties

- One way to compare political parties is to study their party platforms, which are declarations of each party's beliefs and positions on major issues.
- The platform is made of planks, which are the party's official positions on specific issues such as education, crime, and foreign policy.

The president leads his political party



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Visual Summary 9

Predicting Ask: What helps listeners predict how a candidate will respond to specific questions? (Candidates will usually follow the party platform on major issues.) **OL**

For additional practice on this skill (Predicting), see the **Skills Handbook**.

Making Connections Have students work with a partner to illustrate a political "machine." **Ask:** How do the traits of a real machine help you understand the functioning of a political machine? (Answers may include the idea that all parts of a machine must work together in order to function.) **BL**

Analyzing Text Structure Ask: In which section will readers learn about the functions of political parties? (What Political Parties Do) **ELL**

Hands-On Chapter Project Step 3: Wrap-Up

Mock Convention

Step 3: Evaluating the Activity Students will finish the process they started in Step 1 by reviewing and evaluating the mock conventions.

Directions Reconvene the class as a whole. Again play portions of a real national nominating convention. Then play the video of each group's convention. Have students

take notes on each convention. Students should create a chart that lists the party name, symbol, slogan, and platform of each group's political party. Ask students to volunteer constructive comments and positive feedback to evaluate how well each "party" conducted a national convention. **Ask:** Which "convention" was more informative: the class's or the actual national convention? Which was more entertaining? What

could be done to the national conventions to make them more engaging? **OL**

Answers and Analyses

Reviewing Vocabulary

1. C Answer A is a general term and does not employ the academic vocabulary of the chapter. Students who choose B are confusing a platform—a party’s combined beliefs on a series of issues—with its position on a single issue. Students who incorrectly select D confuse ideology, a broad statement of beliefs, with a single position. By selecting answer C, students acknowledge that a plank is a party’s stand on a single issue.

2. B Petitions are documents voters sign so that third-party candidates can be listed on ballots. Political machines are local party organizations that are now viewed as harmful. National committees are groups of party members that coordinate the activities of national nominating conventions. Some states use caucuses rather than elections to select candidates for national conventions.

3. B Although both “ward” and “precinct” refer to political divisions, only a precinct defines where residents of an area go to vote. A ward is composed of several precincts. Members of political parties are distributed throughout the nation and vote according to their geographic location. Similarly, voters across the state vote according to their area of residence in a direct primary.

4. D Only in a closed primary are voters required to declare their party affiliations before they can vote. An open primary allows voters to vote without declaring a party affiliation. Both open and closed primaries are direct primaries. In general elections, each party has only one candidate.

Reviewing Main Ideas

5. D With Abraham Lincoln's election to the presidency in 1860, the country's major parties became Republican and Democratic. Although Republicans made great strides in the 1854 congressional elections, they were still not viewed as a major party. The Republican Party did not exist in 1824 and 1828.

STANDARDIZED TEST PRACTICE

TEST-TAKING TIP

Preconceived ideas about what will be on the test may lead you to assume the meaning of a question before you finish reading it. Read every word in each question to avoid wrong answers based on false assumptions.

Reviewing Vocabulary

Directions: Choose the word(s) that best completes the sentence.

- A political party's belief, position, or principle on an election issue is called a(n) _____.
A idea **C** plank
B platform **D** ideology
- Each party chooses its delegates to the national convention through a combination of elections and _____.
A petitions **C** political machines
B caucuses **D** national committees
- All voters in a _____ cast their ballots at the same voting place.
A ward **C** political party
B precinct **D** direct primary
- An election in which only the declared members of a party are allowed to vote for that party's nominees is a(n) _____.
A direct primary **C** open primary
B general election **D** closed primary

Reviewing Main Ideas

Directions: Choose the best answers to the following questions.

Section 1 (pp. 272–277)

5. In what year did Democrats and Republicans become the major political parties in the United States?
- A** 1824
- B** 1828
- C** 1854
- D** 1860

6. Which third party would like to replace capitalism with worker-owned factories?
- A Reform Party
 - B Libertarian Party
 - C Communist Party
 - D Prohibitionist Party

Section 2 (pp. 278–286)

7. What is the delegates' first job at a party's national convention?
 - A** nominating candidates
 - B** writing the party platform
 - C** raising large amounts of money
 - D** listening to nominating speeches
8. How do candidates unaffiliated with either of the two major parties get on the ballot in a general election?
 - A** by winning an open primary
 - B** by running in a direct primary
 - C** by collecting voters' signatures
 - D** by receiving a majority of votes
9. What political organization of the past used to win elections consistently?
 - A** ideological party
 - B** whig party
 - C** precinct organization
 - D** political machine

GO ON

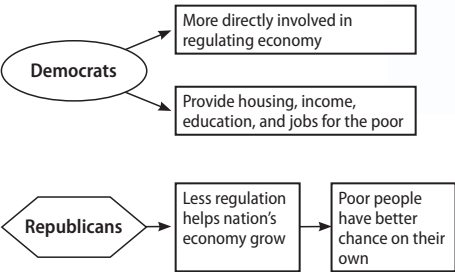
6. C Although all answers refer to third parties, only the Communist Party wishes to replace capitalism with worker-owned factories. The Prohibitionist Party was a single-issue party that faded out when prohibition ceased to be an issue. The Libertarian Party focuses on keeping government out of citizens' lives, while the Reform Party wished to enact social reform legislation in areas such as education and health care.

7. B Although all answers describe delegate activities, only three take place at the convention. Money-raising activities take place after the convention. Before candidates can be nominated, however, the party platform must be written.

8. C In order to run in or win a primary with a majority of the votes, an unaffiliated candidate must circulate petitions and collect enough voters' signatures to appear on the ballot.

Critical Thinking

Directions: Base your answers to questions 10 and 11 on the diagram below and your knowledge of Chapter 9.



10. Consider how different persons might view the two major parties. Which voter would most likely support the Republican Party?
- A a homeless senior
 - B a low-income student
 - C a corporate executive
 - D a government regulator
11. Compare the discussion of third parties in the chapter with the facts in the diagram. Which third party has goals similar to those of Republicans?
- A Libertarian Party
 - B Communist Party
 - C Prohibitionist Party
 - D Socialist Labor Party

Document Based Questions

Directions: Analyze the following document and answer the short-answer questions that follow.

The following passage is from the keynote speech by senatorial candidate Barack Obama given at the Democratic National Convention in 2004.

For alongside our famous individualism, there's another ingredient in the American saga. A belief that we are connected as one people.

If there's a child on the south side of Chicago who can't read, that matters to me, even if it's not my child. If there's a senior citizen somewhere who can't pay for their prescription and having to choose between medicine and the rent, that makes my life poorer, even if it's not my grandparent. If there's an Arab American family being rounded up without benefit of an attorney or due process, that threatens my civil liberties. It's that fundamental belief—I am my brother's keeper, I am my sister's keeper— that makes this country work. It's what allows us to pursue our individual dreams, yet still come together as a single American family. "E pluribus unum." Out of many, one.

—Barack Obama

12. What two priorities of the Democratic Party are alluded to in Obama's speech?
13. How does Obama suggest that the Democratic Party is the party of diversity? Back up your answer with proof from the passage.

Extended Response

14. Write a short description of the state and local organization of the political parties. Discuss the differences from state to state, the divisions of the organization, and the common focus in all the states.



Civics ONLINE

For additional test practice, use Self-Check Quizzes—Chapter 9 on glencoe.com.

Need Extra Help?														
If you missed question...	1	2	3	4	5	6	7	8	9	10	11	12	13	14
Go to page...	277	279	281	283	274	275	279	284	282	277	275	279	279	280

9. D Ideological parties and precinct organizations are not outdated. While the Whig party no longer exists, it did not consistently win elections during its tenure. Political machines, such as Tammany Hall, were so powerful that they consistently won elections.

Critical Thinking

10. C Of the four answers, only the corporate executive is a reasonable answer since Republicans favor little government intervention in the nation's free market economy. Both the homeless senior and the low-income student might favor the Democratic Party, which believes that government must intervene with social assistance programs. Because Republicans favor deregulation, conceivably a government regulator would be out of a job.

STANDARDIZED TEST PRACTICE

11. A Libertarians agree with the Republican view on minimal government intervention in the lives of its citizens. The Communist and Socialist Labor Parties disagree with capitalism, a system Republicans promote. Prohibitionists focused only on the issue of a ban on the use, manufacture, and sale of alcohol.

Document-Based Questions

12. education and public health care
13. Answers may include that the speaker models racial, ethnic, and gender diversity with his references to African Americans, Arab Americans, senior citizens, and women (sister).

Extended Response

14. Students' descriptions should model the information pictured in the chart on page 280 of the Student Edition. Stated differences may include using caucuses rather than elections to select convention delegates. Students should indicate that the common focus of all party levels is to work for the election of as many party candidates as possible.



Have students visit the Web site at glencoe.com to review Chapter 9 and take the **Self-Check Quiz**.

Need Extra Help?

Have students refer to the pages listed if they miss any of the questions.